

English Language Arts (ELA)
Grade-Level Expectations: Third Grade

Reading and Responding

Standard 1:

1. Decode words using knowledge of base words, root words, and common prefixes and suffixes (ELA-1-E1)
2. Decode similar words (e.g., *supper* vs. *super*) using knowledge of basic syllabication rules (ELA-1-E1)
3. Identify and explain words with multiple meanings using contextual clues (ELA-1-E1)
4. Demonstrate knowledge of the meanings of common prefixes and suffixes (ELA-1-E1)
5. Use reference aids such as dictionaries, thesauruses, synonym finders, and reference software to determine word meanings, word choices, and pronunciations (ELA-1-E1)
6. Determine meanings of unfamiliar words using a variety of strategies, including:
 - knowledge of common antonyms, synonyms, homonyms, and homographs
 - use of context clues
 - identification of base words and root words (ELA-1-E1)
7. Adjust speed of reading to accomplish a purpose based on text complexity (ELA-1-E3)
8. Identify story elements including:
 - theme
 - conflict
 - character traits, feelings, and motivation (ELA-1-E4)
9. Identify literary devices, including idioms and personification (ELA-1-E4)
10. Demonstrate understanding by summarizing stories and information, including the main events or ideas and selected details from the text in oral and written responses (ELA-1-E5)
11. Connect ideas, events, and information identified in grade-appropriate texts to prior knowledge and life experiences in oral and written responses (ELA-1-E6)
12. Demonstrate oral reading fluency of at least 110 words per minute in third-grade text with appropriate pacing, intonation, and expression (ELA-1-E7)
13. Read texts, chapter books, and informational materials silently at independent reading level (ELA-1-E7)

Standard 6:

14. Compare and contrast story elements, including setting, character, and events of two multicultural texts in oral, written, and visual responses (ELA-6-E1)
15. Identify a variety of types of literature, including the myth and the legend, in oral and written responses (ELA-6-E2)
16. Identify and explain the defining characteristics of various types of literature, including the folktale (ELA-6-E3)

Standard 7:

17. Demonstrate understanding of information in grade-appropriate texts using a variety of strategies, including:
 - sequencing events
 - making predictions using information from texts
 - making simple inferences and drawing conclusions about information in texts
 - comparing and contrasting, including story elements (e.g., theme, character, and conflicts) and main points or ideas in informational texts
 - distinguishing between a main idea and a summary
 - identifying main ideas of texts (ELA-7-E1)
18. Explain chosen solutions to problems in texts (ELA-7-E2)

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19. Identify an author's purpose for writing, including persuading, entertaining, and informing (ELA-7-E3)
20. Explain the author's viewpoint using information from the text (ELA-7-E3)
21. Apply basic reasoning skills, including:
 - identifying differences between fact and opinion
 - skimming and scanning texts to locate specific information
 - identifying multiple causes and/or effects in texts and life situations
 - raising questions to obtain clarification and/or direct investigation
 - connecting what is learned to real-life situations (ELA-7-E4)

Writing

Standard 2:

22. Write compositions of two or more paragraphs that are organized with the following:
 - a central idea
 - a logical, sequential order
 - supporting details that develop ideas
 - transitional words within and between paragraphs (ELA-2-E1)
23. Incorporate grade-appropriate vocabulary and information when writing for an intended audience and/or purpose (ELA-2-E2)
24. Develop compositions of two or more paragraphs using writing processes such as the following:
 - selecting a topic
 - prewriting using strategies such as brainstorming, locating information, and generating graphic organizers
 - drafting
 - conferencing with teachers
 - revising and proofreading
 - creating a final draft for publication (ELA-2-E3)
25. Develop organized one- and two-paragraph compositions using description and narration (ELA-2-E4)
26. Use a variety of literary devices, including idioms and personification, in written responses and compositions (ELA-2-E5)
27. Write for various purposes, including:
 - informal letters using appropriate letter format
 - book reports and informational compositions that include main ideas and significant details from the text (ELA-2-E6)

Writing/Proofreading

Standard 3:

28. Write legibly in cursive or printed form, using standard margins and demonstrating appropriate spacing of letters, words, sentences, and paragraphs (ELA-3-E1)
29. Use standard English punctuation, including:
 - commas to separate phrases in a series
 - commas to separate parts of addresses (ELA-3-E2)
30. Capitalize the first word in direct quotations and proper adjectives (e.g., American flag, Mexican food) (ELA-3-E2)
31. Write using standard English structure and usage, including:
 - avoiding run-on sentences
 - using verbs in the future tense
 - making subjects and verbs agree in sentences with simple and compound subjects and predicates (ELA-3-E3)
32. Apply knowledge of parts of speech in writing, including:

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- using standard future verb tenses
 - using a variety of conjunctions, such as *although*, *since*, *until*, and *while*, in constructing sentences
 - using correct forms of possessive pronouns, singular nouns, transitional words, and prepositions
 - identifying and using irregular plural nouns correctly
 - using first-, second-, and third-person pronouns correctly
 - selecting and using adverbs that modify according to time, place, manner, and degree
 - identifying and using irregular verb tenses (ELA-3-E4)
33. Spell grade-appropriate words, including:
- multisyllabic words made up of both base words and roots and common prefixes and suffixes
 - compound words
 - common homophones (ELA-3-E5)
34. Follow common spelling generalizations, including *qu-*, *consonant doubling*, and *changing -y to -i* (ELA-3-E5)
35. Alphabetize to the third letter (ELA-3-E5)
36. Use a variety of resources, including online and print dictionaries and spell checkers to check spelling (ELA-3-E5)

Speaking and Listening

Standard 4:

37. Use clear diction and tone and adjust volume and tempo to stress important ideas when speaking (ELA-4-E1)
38. Give and follow precise directions and instructions (ELA-4-E2)
39. Tell a complex story that includes the following:
- a central idea
 - ideas and details organized chronologically (ELA-4-E3)
40. Give rehearsed oral presentations that include the following:
- expression of an opinion about a text, topic, or idea
 - relevant facts and details from multiple sources (ELA-4-E4)
41. Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts) (ELA-4-E4)
42. Use active listening strategies, including:
- asking questions and responding to ideas/opinions
 - giving oral responses, such as explanations of written and/or spoken texts (ELA-4-E5)
43. Compare ideas and points of view from a wide variety of media, including television, video, music, the Web, charts, and print materials (ELA-4-E6)
44. Assume the role of discussion leader, contributor, and active listener (ELA-4-E7)

Information Resources

Standard 5:

45. Locate information using organizational features of a variety of resources, including:
- electronic information such as pull-down menus, icons, keyword searches, passwords, and entry menu features
 - printed text such as indices, tables of contents, glossaries, charts, captions, chapter headings and subheadings
 - the Dewey Decimal system
 - electronic and online catalogs (ELA-5-E1)

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46. Locate information from multiple sources, including books, periodicals, videotapes, Web sites, and CD-ROMs (ELA-5-E2)
47. Determine appropriateness of collected information for a specified purpose (ELA-5-E2)
48. Use keywords to take notes from written sources (ELA-5-E3)
49. Complete simple outlines with main topics and subtopics that reflect the information gathered (ELA-5-E3)
50. Use available electronic and print resources to draft, revise, and publish simple research reports, book reports, and other projects (ELA-5-E4)
51. Use simple bibliographic information to cite source (ELA-5-E5)
52. Locate information found in graphic organizers such as timelines, charts, graphs, schedules, tables, diagrams, and maps (ELA-5-E6)